DOCUMENT RESUME

ED 065 227 95 RC 006 289

TITLE Short Term Training Program for College Personnel in American Indian Studies. Director's Evaluation Report.

INSTITUTION Huron Coll., S. Dak. Office of Indian Programs and Studies.

SPONS AGENCY Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.

REPORT NO G-76

PUB DATE 9 Jun 72

NOTE 16p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Administrative Personnel; American Indian Culture; *American Indians; Attitudes; Behavior; Behavioral Counseling; *Counselor Training; Guidance Personnel; *Higher Education; *Human Dignity; Professional Personnel; Training; *Workshops

ABSTRACT

In order to provide training for counselors of American Indian youth in higher education, this program presented course material related to the development of counseling skills; sought to improve understanding of human behavior and personality characteristics of American Indian youth in higher education; and provided familiarity with some of the basic principles of counseling Indian students in the interests of realizing their potential through an understanding of the emotional, educational, vocational, and social handicaps they may experience. The program was planned for those individuals who had served or planned to serve as counselors and/or teachers of Indian youth in institutions of higher education in the greater midwest area. The program was staffed by Indians and other persons with background knowledge of Indian youth. After lectures in specific areas, such as the principles and techniques related to counseling Indian students, students attended small group discussions. An evaluation of the program's impact resulted in the addition of faculty personnel to work with Indian students, to head a minority-ethnic program that included Indian students, and to develop courses reflecting American Indian Studies. Future plans include provisions for more sessions devoted to sensitivity development or attitude change on the part of the participants and instructional personnel. Letters, applications, and information concerning the counselor program for Indian youth are also included. (FF)

ED 065227

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DIRECTOR'S EVALUATION REPORT

I. BASIC INFORMATION

A. Huron College
Huron, South Dakota 57350

B. Short Term Training Program for College Personnel in American Indian Studies. Program Number 70-2701.1, Grant No. 76

C. Donald D. Ross, Director
Indian Programs and Studies
Huron College
Huron, South Dakota 57350
A.C. 605 352-8721 Ext. 243

D. August 9, 1971 - June 3, 1972

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

II. PROGRAM FOCUS

Specific Objectives: The program sought to provide training for counselors of Indian youth in higher education through: the presentation of course material related to the development of counseling skills; an improvement of understanding of human behavior and personality characteristics of American Indian youth in higher education; and the providing of a familiarity with some of the basic principles of counseling Indian students in the interests of realizing their potential through an understanding of the emotional, educational, vocational and social handicaps they may experience.

The major emphasis of the training program encompassed (1) the development of knowledge related to counseling and the "Indian" background of Indian students. (2) It also was designed for attitude change on the part of both the Indian and non-Indian participants. (3) It definitely included an emphasis on methods and skills related to counseling Indian students.

If the three areas indicated above could be ranked according to planned emphasis, they would have equal ranking in relationship to the overall program objectives. However, a review of the evaluative responses of the participants indicated the area of focus which was of primary value to them was as follows: Attitude Change--of most value; Communication--second most valuable area; Content--third most valuable area; and Methodology--the least valuable area. In an overall appraisal of their responses greater emphasis was placed on the area of understanding and communicating more effectively with others.

II. PROGRAM OPERATION

A. Participants. In general the applicant response fully met with our expectations. The program was planned for those individuals who had served or planned to serve as counselors and/or teachers of Indian youth in institutions of higher education in the greater Midwest area.

(1) Selection Criteria: The participants in the first session (August, 1971) of the EPDA Training Program were expected to attend (especially those who were working for academic

RC 006289

graduate credit) the May-June 1972 session. These individuals had been introduced to the background courses in understanding the problems encountered by Indian students in the various processes of acculturation.

This particular criterion did not eliminate the applications and acceptance in the program of other individuals who felt they had experienced exposure to and understanding of the life-style of the American Indian, and who also met the general criteria for participants indicated in paragraph A.

With the exception of a few Indian community members and undergraduate students who were invited to attend in resource capacities, the remainder of the participants were expected to satisfy the graduate school admission requirements of the University of South Dakota, Vermillion, South Dakota, and possess at least a Bachelor's degree.

(2) 37 participants represented four-year colleges
8 participants represented two-year institutions
9 participants represented universities
5 participants represented organizations related to counseling Indian students toward higher education

59 The total includes the regular participants plus the community persons and undergraduate Indian college students (10 in number)

42 non-Indians (white) were represented
16 Indians (regular participants plus 8 community persons and undergraduate students)
1 black

28 teachers (instructor, assistant professor and associate professor rank were represented)
4 education specialists
3 counselors
10 administrators
1 teacher aide
5 student personnel service officers
3 graduate students
10 undergraduate students

There is an over-lap in numbers since several participants were occupied in dual positions.

(3) Faculty-participant ratio: nine full-time faculty members and 59 participants = 1 to 6.55.

B. Staff.

1. Name: Donald D. Ross (Indian)
2. Title: Assistant Prof. of Education
3. Home Institution: Huron College
4. Training Program Position: Training Program Director
5. Influence: Coordinating

1. Dr. Tom Golden (non-Indian)
2. Professor of Education
3. University of South Dakota
4. Consultant and Graduate Credit Coordinator
5. Observing and coordinating--served as an effective resource person in small groups and large group sessions.

1. Mr. Wayne Evans (Indian)
2. Coordinator of Indian Academic Programs
3. University of South Dakota
4. Full-time instructor--presenting "Principles and Techniques Related to Counseling with Indian Students."
5. His personal experience as a counselor of Indian students was certainly an influential strength of the program.

1. Dr. Joseph Trimble (Indian)
2. Associate Professor of Psychology
3. Oklahoma City University
4. Full-time instructor--presenting a team-taught "Selection, Use, Administration, and Interpretations of Research and Evaluative Instruments in Relation to Counseling with Indian Students."
5. His expertise in the area of research and his acquaintance with various areas related to research in Indian-associated areas was definitely an asset.

1. Miss Bea Medicine (Indian)
2. Associate Professor of Anthropology
3. University of Seattle (on leave from San Francisco State College)
4. Full-time instructor--assisting Dr. Trimble
5. Her expertise in the discipline of anthropology and her first-hand knowledge of the results of research on the American Indian gave a personal touch to the majority of the participants that they found highly rewarding.

1. Dr. John Bryde (non-Indian)
2. Professor of Education
3. University of South Dakota
4. Full-time small-group leader and discussion correlator
5. His many years of experience in Indian education always make Dr. Bryde a highly influential individual in any program.

1. Dr. Keith Jewitt (non-Indian)
2. Academic Dean
3. Black Hills State College
4. Full-time small-group leader and discussion correlator
5. His many years of association with Indian students and with Indian education in general, when coupled with his ability to effectively draw out each discussant in his small group provided a strong supportive portion of the program.

1. Mrs. Elizabeth Cook (Indian)
2. Associate Professor of English
3. Eastern Washington State College
4. Full-time small-group leader and discussion correlator.
5. Mrs. Cook has been associated with the Huron College Indian Education Training Program for three sessions--first as a participant, then twice as a discussion leader. Her personal acquaintanceship with many of the participants proved to be a positive influence.

1. Mr. Robert A. Ryan (Indian)
2. Doctoral Candidate
3. University of South Dakota
4. Full-time small-group leader and discussion correlator.
5. Mr. Ryan has also been associated with the Huron College Indian Education Training Program previously, both times as a discussion leader. He possesses an ability to establish a sense of immediate communicative rapport with all individuals and to capitalize upon this in his discussion groups.

1. Mr. Lionel Bordeaux (Indian)
2. Doctoral Candidate
3. University of Minnesota
4. Full-time small-group leader and discussion correlator
5. Mr. Bordeaux has also been associated with the Training Program previously, both times as a discussion leader. His personality is such that individuals have specifically requested to be assigned to his small groups. His particular influence is related to his ability to quickly analyze situations and draw conclusions that are relevant to his group.

1. Mr. Lowell Amiotte (Indian)
2. Doctoral Candidate
3. University of Minnesota
4. Full-time small-group leader and discussion correlator
5. Mr. Amiotte has also been associated with this program for three sessions--first as a participant then twice as a discussion leader. His very quiet manner and ability to develop an effective discussion was a positive influence for his group. Many requested to be a part of his group and felt rewarded to have been placed there.

Cultural Support Staff.

1. Dr. Luis Kemnitzer
2. Associate Professor of Anthropology
3. San Francisco State College
4. Lecturer (presented special lecture on Native American Religion)
5. In reviewing the responses of the participants, Dr. Kemnitzer apparently was not as effective as they would have liked him to have been. An observation by the Director of the Program indicates the participants expected a "Native-American Medicine Man," and not a discussant who examined the Native American religion practices from an academic point of view--tying in an A-historical view with acculturation and a search for identity.

1. Mr. Robert L. Bennett
2. Director, Indian Law Center
3. University of New Mexico
4. Lecturer (presented special lecture on "Law and the American Indian.") Mr. Bennett was extremely well received by all of the participants. In his capacity as former Commissioner of Indian Affa[illegible] he was able to present a view that reflected his personal involvement and working knowledge of the various legal aspects pertaining to the American Indian.

1. Mr. Herschel "Ace" Sahmaunt
2. Executive Board Member of the National Indian Education Association and doctoral candidate at the University of Minnesota
3. University of Minnesota
4. Lecturer (presented a special lecture on "The American Indian on the National Scene--Education.") Mr. Sahmaunt had previously been associated with the National Office of the Bureau of Indian Affairs and was effectively able to bring to light many of the developments and problems that exist nationally in Indian education. His presentation answered many questions of the participants who had only a brief glimmer of what was actually involved in "Indian Education."

1. Mr. Oliver Pease
2. Acting Principal
3. Mandaree School, North Dakota
4. Lecturer (Presented a "View of the Crow Indians.")
5. His input along with Mr. Woodenlegs and Mr. Shakespeare presented views of tribal groups that the majority of the participants were not acquainted with. The strength of their presentations rested in the fact that they were speaking of "their people" having lived and experienced their basic culture in its totality.

1. Mr. John Woodenlegs
2. Cultural consultant
3. Lame Deer, Montana
4. Lecturer (Presented a "View of the Northern Cheyenne.")
5. Mr. Woodenlegs, like Mr. Pease, gave such an appealing presentation for the participants that they would have liked to have had a greater opportunity to visit with them.

1. Mr. Tom Shakespeare
2. Indian Studies Coordinator
3. Wyoming Indian High School, Ethete, Wyoming
4. Lecturer (Presented a "View of the Arapahoe Indians.")
5. Mr. Shakespeare was especially appealing and pleasing to the participants in the light that he had recently published a book entitled "Sky People." Such was his impact on the participants that several obligations were entered in to secure him for presentations on various college symposiums.

Note: The intention of the Director of the Program in planning the activities was to keep the training area on an academic level since the majority were working for graduate credit, and yet at the same time to present a variety of experiences during the week that would introduce them to cultural areas not ordinarily experienced. The intent of having Mr. Pease, Mr. Woodenlegs, and Mr. Shakespeare for an absolute minimum of time was related to the idea of introducing the participants to men of their caliber and providing them the opportunity to invite them and others like them to appear on their campuses.

The team-teaching of Dr. Trimble and Miss Medicine appeared to be highly effective. They utilized a great deal of material for "home-work study" and group discussion--material based on research projects which they analyzed during the week.

C. Activities

1. Major Activities: The program was scheduled as follows: Two-and-a-half hours devoted each morning to Principles and Techniques Related to Counseling with Indian Students. Half of the time was devoted to a major presentation each day by Mr. Wayne Evans, and the remainder was devoted to small group discussions as follow-up by discussion correlators.

Two-and-a-half hours were devoted following the above to "Selection, Use, Administration and Interpretations of Research and Evaluative Instruments in Relation to Counseling with Indian Students." Half of the time was devoted to a major presentation or analysis each day by team lecturers: Dr. Trimble and Miss Medicine. The remainder of the time was devoted to small-group discussions as a follow-up of their presentations by discussion correlators.

The third component of the daily schedule was devoted to a student reaction period, in which the undergraduates reacted to what was presented in the major sessions and what was discussed in the small-group sessions.

The fourth daily component of the program presented a lecture based on material related to the "National Scene and the American Indian."

The fifth daily component of the program involved the utilization of the talents and experiences of Indian individuals in presenting different cultural views of three tribal groups.

In reviewing the major academic presentations with the instructors, the Director of the Program with his own observations was able to ascertain that their effectiveness was generally on a fairly high positive level. Those participants who registered an unfavorable reaction couched their reaction in the fact that they (the participants) possessed personal differences and a sense of inadequacy, and desired more time for personal interactions in the small groups. These particular reactions were directed at the team-lecturer session. All-in-all the greater majority of the reactions of the participants for all phases of the program in the realizations of the objectives of the program were of a positive nature.

Some of the participants were not necessarily interested in the academic aspect of the program, placing their most positive reaction on the two final daily components--the cultural support input. It is the opinion of the Director of the Program that the cultural support reaction was due to the differences in presentation. The cultural support input was presented in an extremely informal manner, whereas the academic input, though not stringently academic, did require a certain discipline of self and application. This was registered with the remarks by some participants that the academic presentations were time consuming and absorbing. After it was re-explained, the fact that the graduate school at the University of South Dakota required a certain amount of time application, for the credit to be earned, there appeared to be a greater sense of acceptance of the structuring of time. In part the closer scheduling of timed events was in response to the reactions on the part of the participants in the August session of the Program.

The beginning and ending dates and duration of the program met with no objection on the part of the participants, with the exception of one individual who indicated that she had completed an especially intense year and could still feel the pressure from the intensity she had experienced during the year. Others realized that the program was scheduled to coincide with the break between the Spring term and the Summer session--the same applies to the August session.

At the conclusion of the August session a review was made of the suggestions presented by the participants for improvements, and additions or subtractions to the program, and adjustments were accomplished for this session. Also, consultations during the year with those participants who were available were also held for the purpose of improving the program to make it more relevant to their needs.

In general the classroom facilities and living-dining room facilities were excellent.

D. Evaluation

Dr. Tom Golden, as primary consultant of the Program and graduate credit coordinator for the University of South Dakota was the evaluative observer for the entire program. His observations of previous sessions and evaluation of those sessions served as guidelines in planning. The Director of the Program and the evaluator held periodic conferences during the year and during the week of May 30-June 3 for the purpose of maintaining a continuing evaluation of the effectiveness of the program.

The six associate instructors also served as evaluators of the programs, especially in relation to their particular discussion groups.

Since this was a follow-up session for the August 1971 portion of the program, the primary instructors were able to conduct an evaluation of the application of the participants through a review of their submitted papers. The Director of the Program required of each individual participating for credit a log of involvement, reflecting their endeavors of involvement on their home campus or community. A review of all papers indicates a great deal of fruitful involvement took place. A synopsis of these papers will be prepared this summer for distribution to the participants in an effort to share the successes and disappointments of contributing participants.

At the close of this session the three primary instructors as well as the six associate instructors had a summation input that reflected their evaluation of the program, and included their suggestions for future involvement by the participants.

Follow-up activities for long-term evaluation will include continuing correspondence with the participants and possible on-site visits to their institutions and communities.

E. Relationship with Office of Education

We did not encounter any problems in administration of the program that could not be met locally.

IV. CONCLUSIONS

"Greater College Opportunities," is the continuing title of the Indian Education Training Program conducted by Huron College under the EPDA grant from the U. S. Office of Education.

It is stated in the brochure describing the "training program," that - "Greater College Opportunities," as its name implies, is designed to provide more and better opportunities for American Indians to enter and to complete college or university education.

As a graduate-level training program it seeks to discover and develop ways in which the participants and their institutions will increase and improve the opportunities of higher education for American Indian College Students.

On February 18-19, 1972, an Evaluative Review of the impact of the program on the campuses of the Colleges of Mid-America Consortium was held on the Huron College campus. Nine of the previous EPDA instructors and assistant instructors were called to meet with the Academic Deans of the CMA colleges. The review by the "instructors" and the deans brought to light that since the inception of the "training program" several areas of development have been undertaken in these specific colleges: Additional faculty personnel have been employed specifically for work with Indian students or to head a minority-ethnic program that included Indian students; courses reflecting American Indian Studies have been incorporated in their curricula--separately as courses or integrated in already structured courses; symposiums related to providing an insight into the history and culture of the American Indian by the colleges for their particular college communities and the communities of which they are a part--symposiums utilizing presentors of Indian heritage; contacts have been made for additional funds in order to crystallize plans for involvement in Indian studies; inquiries have been made in an attempt to search for individuals of Indian heritage to serve in their particular discipline as regular faculty members.

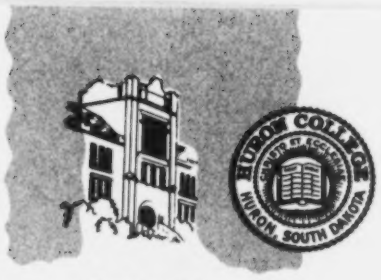
These areas of development reflected in the CMA colleges are indicative of the areas of development for the other higher education institutions represented in the training program. The "logs" of involvement submitted by the various participants substantiate the indicated involvement.

It is the opinion of the Director of the Training Program that the pattern of involvement illustrated by the activities of the participants is meeting the challenge of "Greater College Opportunities," for Indian college students. A greater awareness and sensitivity has taken place for all participants.

If there was a weakness for the program it was in the area of enlisting qualified personnel to serve as instructional personnel during a period of time when they are absorbed in "end-of-the-year" or "start-of-the-year" activities on their home institutions. Coupled with this weakness is the obstacle of securing a capable substitute when a cancellation by an instructor is necessary. The program was fortunate during this session in securing a replacement for Mr. Spang. The replacement was on a very short notice able to put together a thought-provoking and relevant short course that lent itself to the continuity of the program.

As indicated in the introductory "Program Focus" paragraph--the area that had the greatest impact on the participants was the area of attitude change. Other areas ranked in sense of importance to the participants were: communication; content; and methodology. This evaluation by the participants is more-or-less a logical response. The entire training program, the August 1971 and Spring 1972 sessions were designed for attitude change. Attitude change is effected through communication, and communication takes place through the instruments of content and methodology.

Future plans for the Training Program include the provisions of more sessions devoted to "sensitivity" development or "attitude change" on the part of not only the participants but the instructional personnel as well. The stress of the on-coming August session of the training program will be placed more on a person-to-person interaction, as requested by the participants, than on a dependent-reliance by the participants on the instructional staff. This is not to play down the importance of the instructors, but to illuminate them as catalysts in the program.



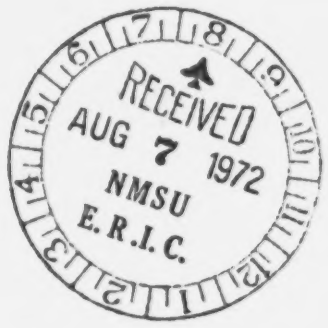
"Serving Since 1883"

HURON COLLEGE

HURON, SOUTH DAKOTA 57350

June 30, 1971

Office of Indian Programs
And Studies



Dear

We are very pleased to inform you that your Application for Admission to our 1971-72 EPDA Short Term Training Program for College Personnel in American Indian Studies has been accepted.

In a few weeks you will receive information concerning housing and other arrangements for the August session of the Program.

We look forward to having you as a participant. If you have any questions or if you find that circumstances prevent you from accepting the appointment as a participant, please notify us immediately by telephone, collect, 352-8721, extension 243 or 215. Thank you.

Sincerely,

Donald D. Ross

Donald D. Ross
Director

DDR:kmk

Enclosure

"Serving Since 1883"

HURON COLLEGE

HURON, SOUTH DAKOTA 57350

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

Huron College invites you to serve as an Instructor in its EPDA Short Term Training Program for counselors of Indian youth in higher education. (Short-Term Training Program for College Personnel in American Indian Studies.) In this capacity you will fulfill the responsibilities, at the time(s), and for the salary, agreed upon by you and the Director of the Program, as stated below.

You will also be reimbursed for your expenses for travel to and from the Huron College campus, and for lodging and meals enroute and while on campus, within the limitations of the federal budget guidelines ("Travel costs shall be less than first-class fare on prop or jet aircraft...private auto charges may not exceed 9¢ per mile...per diem may not exceed $25 per day"). While on campus, you will ordinarily take your meals in the college facilities, together with the total program group.

INSTRUCTIONAL RESPONSIBILITIES_____

_____

Date(s): _____

Salary: _____

We trust that these terms will be satisfactory to you and that you will sign and return one copy of this contract to me immediately, keeping the other copy for your own records.

Sincerely,

Donald D. Ross
Asst. Professor of Education and
Director, Indian Programs & Studies

Signed:_____
Instructor

_____
Date

"Serving Since 1883"

HURON COLLEGE

HURON, SOUTH DAKOTA 57350

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

EPDA TRAINING PROGRAM
"Greater College Opportunities"

TRAVEL EXPENSE REPORT

Please attach all available receipts

Name _____

Address _____

From and return to (if other than address above): _____

_____ _____

Dates of travel _____

Miles via automobile (@ .09 per mile) _____

Airplane or bus fare _____

Meal expense _____

Motel expense, if any _____

Other, if any _____

Total Expense _____

Signature _____

Date _____

"Serving Since 1883"

HURON COLLEGE

HURON, SOUTH DAKOTA 57350

September 7, 1971

Office of Indian Programs
and Studies
605 352-8721 Ext. 243

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

Dear Participant:

SUBJECT: EPDA TRAINING PROGRAM, INTERIM ASSIGNMENTS FOR GRADUATE CREDIT

The purpose of this letter is to remind you of the fact that your written "Plan-of-Operations" - listing your goals, objectives, and methods of application, are due in my office by September 30, 1971.

For those of you taking the Training Program for Graduate Credit we would like to emphasize the fact that your involvement in some type of self-supervised project is the "meat" of the program. We would like to suggest that where there are several people from the same institution, they should have a periodic critique on what is happening in their group or team.

We would also like to suggest that where there are participants in institutions close to each other, they should develop and maintain a working relationship with each other; and that they MUST move out into the community and not just wait for things to happen--rather they should create happenings.

The EPDA Staff and Consultants will be available for consultation and as resource people throughout the year. Don't hesitate to write or call when necessary. Addresses are attached.

Sincerely,

Donald D. Ross
Director

HURON COLLEGE

HURON, SOUTH DAKOTA 57350

"Serving Since 1883"

March 27, 1972

Office of Indian Programs and Studies
605/352-8721 Ext. 243

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

Dear Participant:

Enclosed is information describing the May 30-June 3 EPDA Training Program. We are looking forward to seeing you at this second session.

For those of you who desire nine hours of academic credit, may we remind you that your interim assignments are due in my office by April 30. As mentioned before, the interim work is the most important part of this program.

Attendance at the May-June session is required of participants who are seeking academic credit, and is expected of all who attended in August, 1971. However, if it will be impossible for you to attend, please attempt to find an alternate participant from your school, and notify us of this substitution by April 30. If you cannot attend nor find an alternate, it is very important that we know this just as early as possible. A reply form is included below for your convenience.

Please call collect if you have any questions or problems--to my office at the number above or to Barbara Olson at Extension 215.

Donald D. Ross, Director

Please check the appropriate blanks:

_____1. I will be attending the May 30-June 3 session of the EPDA Training Program. I will need additional housing for _____ wife/husband; _____children (indicate how many).

_____2. It will be impossible for me to attend the May-June session.

_____The name of the participant attending in my place is:

_____

_____
(address)

_____I am unable to find an alternate participant.

Signature:_____ Date_____ _____

PLEASE DETACH AND RETURN THE ABOVE BY APRIL 30, 1972, to:
Donald D. Ross, Director
Indian Programs and Studies
Huron College
Huron, South Dakota 57350

RECEIVED
AUG 7 1972
NMSU
E.R.I.C.

HURON COLLEGE

EPDA Training Program for Counselors of Indian Youth in Higher Education: Second Session, May 30-June 3, 1972

Tuesday, May 30, 1972

8:00-8:30	Opening Session, Invocation - Dr. Mergler, Dean, Huron College. Welcome - Dr. Timmins, President, Huron College
8:30-9:30	Principles and Techniques related to effective counseling with Indian students - WAYNE EVANS
9:30-10:00	COFFEE
10:00-11:00	Discussion Groups
11:00-12:00	Selection, use, administration, and interpretations of research and evaluative instruments in relation to counseling with Indian students. TRIMBLE & MEDICINE
1:00-1:30	LUNCH
1:30-2:30	Discussion Groups
2:30-3:00	Student Reaction Groups
3:00-3:30	COFFEE
3:30-4:30	Contemporary Problems of the American Indian - VINCENT KNIGHT
7:00-8:00	Native American Culture - A View of the Crow Indians - OLIVER PEASE

Wednesday, May 31, 1972

Schedule is the same as Tuesday with the exception:

3:30-4:30	Native American Religion - LOUIS KEMNITZER
7:00-8:00	Native American Culture - A View of the Arapaho Indians - TOM SHAKESPEARE

Thursday, June 1, 1972

Schedule is the same as Tuesday with the exception:

3:30-4:30	Law and the American Indian - ROBERT BENNETT
7:00-8:00	Native American Culture - A View of the Northern Cheyenne - JOHN WOODENLEGS

Friday, June 2, 1972

Schedule is the same as Tuesday with the exception:

3:30-4:30	The American Indian on the National Scene - HERSCHEL SAHMAUNT

PICNIC

Saturday, June 3, 1972

9:00-10:00	EVANS summation
10:00-10:30	COFFEE
10:30-11:30	TRIMBLE & MEDICINE summation
11:30-12:00	Closing Session

33172-2